Abstract:
As China makes developments in science and technology, combined with its entry into the World Trade Organization, there is a new demand for college students to demonstrate complex talents. Along with listening, speaking, reading, and translating, writing has become one of the most viable means by which these talents are demonstrated on a daily basis: conducting the routine work of an office; making a contract between companies; communicating with friends in different locations; recording important ideas from listening or reading. Only students talented in writing can be confident of a productive future in this ever-changing technological and scientific age. This paper focuses primarily on the influences of speaking on writing and their relationships and interplay on each other.

Key words: speaking; writing; influence; improvement

1. The influence of speaking on the organization of ideas

The influence of speaking on the organization of ideas is immediately evident when we begin to think carefully about the main idea of an article we plan to write. We begin by reading something helpful, by listening to something useful, or by recalling something meaningful. Then we organize the idea by arranging these materials. At the beginning of this process we usually speak to ourselves: "I would like this topic to be the main idea of my article; the passages and the paragraphs in that book are of some help; I would organize the idea this way." We speak this again and again, sometimes audibly, sometimes inaudibly. As we speak, ideas are eventually formed in mind. The process of this repeated speaking, is a process of organizing ideas in mind. While speaking, our brain is busy working on searching information, arranging materials and establishing arguments, because we output thoughts, ideas and feelings mainly by way of speaking. As writing we will never stop speaking. The process of speaking out what we have arranged in mind is the process of organizing ideas for the article.

Some writers might argue that they never speak out their ideas while writing. Imagine how can this be? Though they don't speak loudly, they do speak in mind with "little voice", even if they are writing something very simple such as transcribing the words; the sentences, speaking is always accompany the whole process of writing. It is better
to say that we are speaking articles, rather than writing articles, because speaking reflects thought directly, it is a link between thinking and writing. Speaking is the medium of interaction between thinking and writing.

We have had the experience of going to the supermarket, of mailing something at the post office, or of seeing a doctor in a hospital. Usually we speak to ourselves or tell others what we are going to purchase, and write a list to help remember what we are going to buy, the conversation with the shop assistants help us buy what we need. The same thing happens in the post office when we send letters, parcels and other mails. At the hospital or surgery, the doctor will ask the patients a number of questions, as part of the diagnosis, and then write out a prescription. Thus the whole process of communication involves speaking. The influence of speaking on the organization of ideas is constant. Deaf people can communicate through sign language which is as well a form of speaking.

It is probable that we can write in silence, but even then, the "voice" in the mind is there. From the very beginning of history, human beings have needed a language and they spoke the language to communicate with each other in order to survive. Human activity, political, economic and social all required communication through speaking. The development of the language by human beings set them apart from other beings and marked the beginnings of civilization. Human beings everywhere speak a certain kind of language to communicate with each other, share ideas, emotions, feelings in social, economic and political activities. Language can be put in writing. It is difficult to conceive of a world of human beings without speaking a language. We continue to think the idea over and over again while writing, and all the thinking is accompanied by the inner speaking. Suppose we have decided to write an article about People's view on pop music. We should know the definition, nature and content of pop music. Our knowledge of pop music will come from our reading about it, listening to it, and talking to experts on it. All of this could not be separated from speaking. The knowledge gained has to be articulated in speech and once we have a thorough understanding of it, only then does our knowledge of the subject deepen.

By reading, we know the definition of pop music, but do we actually memorize it and could use it freely in writing? No, only the knowledge that can be firmly memorized in mind and could be used freely, then could we say at this time that we have really commanded the knowledge.

When listening to pop music we tend to sing along with it, and we get the feel of the pop music and are then able to write accurately about it. By speaking about and discussing it with others, we get a deeper appreciation of what pop music is. Only then can we write accurately about pop music.

Speaking is therefore major means of communicating ideas, exchanging opinions as we go about our daily lives. Speaking therefore has a great influence on formulating
ideas of writing.

2. The influence of speaking on the structure of writing

A good structure is also of great importance in making the writing more vivid and more influential. There are rules that govern the structure. We are taught how to write different types of articles. If, for example we are writing a research paper, we start with an outline. There are rules to follow while writing the outline: 1) Avoid single subdivisions. if there is a major point marked "I", there must be at least another marked "II"; if there is an "A", there must be "B", and so on. 2) Avoid mixing types. A topic outline is written in noun phrases, and a sentence outline in sentences. Do not mix these two types. 3) Use parallel structures for the headings of the same rank to show their logical relationship. 4) Make sure the thesis is a complete declarative sentence in the affirmative; do not use a question, a phrase or a dependant clause.

Having learnt the rules, does it mean that we are confident that we can write good articles? No, there are other factors to be taken into consideration, such as practicing the rules, comparing it with other good pieces of writing, reading excellent literature, poems, etc, all these give a better feel of what a good article sounds and looks like. Of among these processes, speaking plays an important role. For example, teachers are encouraged not to parrot a text in class. A good teacher should have the ability to put together the related knowledge to the lessons, and use a creative and efficient way to teach the subject. No matter how well prepared the lesson is, it will be judged by how well it has been communicated and understood by the listener. Teaching is like being on stage and teachers should be like performers. They must not just regurgitate information to their class. Ability and creativity are important in importing knowledge to others. Whether the teaching will succeed or not totally depend on how the performers perform on the stage. That is in what way and how they speak out what they intend to say. Thus speaking is the only way for the teachers to realize the teaching plans and it is also a form of effective communication with the students.

When we are learning the rules of writing. It's better listening to teachers than learning it by ourselves. Teaching is conducted by speaking. Listening to a good teacher is like sitting by a flowing stream whose soothing sound, little by little enters our brain and becomes part of us. A deep impression is left on the mind. This is not to say that we cannot learn the rules by ourselves. Psychologically, it is better to listen to someone learned and experienced in the art of speaking. Information can be found in reference books, but it is more effective to hear it delivered by someone learned in the subject.

By reading and memorizing good structured texts, we have formulated an idea in mind of what a good structure of writing is. If, through practicing, we could speak out some of the good and typically structured texts like everyday conversation, no body doubts that we could write an article with good structure.
Imitating is also important and helpful in learning the techniques of writing. Following the footsteps of others is an indirect way of obtaining knowledge. In that way we learn by imitation, what is good to write, how to write it, and through experimentation, develop our own style. By imitating famous writers and writings, gives us the feel of what a well structured text should look like. We have to compare our style and strategy with some of the finest pieces of texts ever written. Some maybe argue that when they need these techniques, they can just consult the references, yes, it could be done like this, but consider which is more efficient: using the information which has already been stored in mind and, could use them freely when they are needed, or having to look for them elsewhere while writing.

Undoubtedly the process of imitating could never stop at the same level, it would be developed to a certain degree each time when we imitate something. And imitating is mostly carried out by speaking.

Reading aloud is the speaking out of the author. Beginning writers are encouraged to have their works read aloud to them for the purpose of determining an initial sense of how well their works speak to others. If what we have written does not speak to us, it will probably never speak to anyone else. The value of the written form will finally be realized by speaking. There is an old Chinese saying that, "the more you read, the better you write". Everyone has the experience of reciting poems, good texts and children's nursery rhymes, which we learned in early childhood, but continue to remember up to now. These texts and poems which have existed over centuries, are well structured and memorable. Not only do we learn the ideas within them, we also learn the structures required to present those ideas. We accomplish both by reciting or interpreting or singing which is a valuable form of speaking. This speaking has a great impact on how we could structure our writing.

3. The influence of speaking on the appropriate use of words.

A valuable element in writing is the proper use of words. If one is going to be good at writing, then she/he needs an expansive vocabulary. Our words come from our vocabularies: the cognitive vocabularies which we use when we comprehend reading; and our reusable vocabularies which we use when we express ideas, opinions, or emotions. When we learn a foreign language, we create another vocabulary with which we attempt to express the thoughts, intents, and ideas of our first language in another language. We attempt to exchange cultures and to communicate with another world--a talent which is practically a necessity in this time of globalization.

We remember how we first learnt English at Middle School. We had to learn words, that is to say build up a vocabulary, grammar, parts of speech, and sentence construction. To understand all this, we need a good vocabulary. This vocabulary should be used effectively to communicate ideas, both simple and complex. It has to
be developed all the time, otherwise it becomes stagnant and in danger of deteriorating.

How do we acquire a broad vocabulary? There are many ways of doing this, such as speaking to people, listening to tapes, spelling exercises, repeating aloud after teachers, reading and writing. When writing, we are always searching for the right words to use. We rely on the vocabulary that we have acquired over time to read and write. There is a problem though after six years of learning English at High School, many students are still unable to correctly write even easy and short paragraphs, even though they have grasped many words. The reason is that what they focus on is how many words they have remembered, how skilfully they can use the grammatical rules to help reading materials, their knowledge of the words has remained at the level of cognition. They have not understood the meanings of the words in a way that they could put them to use in writing. I don't mean here to deny those who could read and understand with the help of grammatical rules. Consider the characteristic of language itself, mostly it is regarded as a tool to help us doing things, solving problems, rather than as a knowledge to spend time and efforts to study. Therefore if the commanding of vocabulary confines only to the first level, it's hard to say that we have fully commanded these vocabularies. It is the duty of those of us who teach English to help the students move from the first level to the second level of understanding how to use the words both in speaking and writing.

If we look at how we learnt our mother tongue, we find that we all learnt it by mimicking and imitating adults. Prior to primary schooling, we already had the ability to speak and listen, and based on this, we were able to first learn how to write easy sentences, and then moved on to difficult paragraphs and articles. This ability is the foundation of writing and will guarantee it developing smoothly. Therefore enable students to reach the second level is the main task in vocabulary teaching and learning. We emphasize reading aloud and speak out the words, but how to read and how to speak out involves many techniques. The more our vocabulary improved, the better we got at writing. It is therefore important that we help our students to improve their vocabulary.

There are techniques to grasping vocabularies. Words are not lifeless symbols. They have a vibrant life of their own and depending on how they are used and in what context or situation, they take a different meaning and life. Students should be encouraged to speak in sentences rather than in single words. This puts a word in the right context. Speaking and reading in sentences helps them understand the different uses of a word. Using a word in sentences and paragraphs helps them understand the meaning of the word and are thus able to use it properly in speaking and writing.

For many years we have used the grammar and translation method of teaching English. This method has achieved a great deal. However with China's entry into the World Trade Organization and nowadays the reform of College English Teaching, that
is aiming to improve students' listening and speaking ability, at the meantime fertilizer their complex talents of using the language. There is a need in this special situation for the students to acquire new, complex and relevant skills. Globalizations requires new ways of doing science and technology, and thus new approaches to language learning. With the modern technology, the internet, easy transport, television, the mobile phone etc, the world has become smaller and smaller. This is what globalisation is about, and we have to respond to it appropriately. No one country can live in isolation any more. Global trade means that countries have to be able to communicate and cooperate with each other. English, as an international language is becoming more and more important in dealing with these issues. Therefore the ability both to speak and write in English has never been greater than now. An expansive vocabulary is the firm base of these abilities. How to make the communicating and writing more efficient, more authentic, choosing proper words and using them correctly will no doubt a guarantee to realize this goal. Therefore we should not only train students to learn as many words as they can, but also encourage them to correctly speak out the words and freely use these words. Then students could get to a high level in writing.

4. The influence of speaking on the revision of writing

The process of writing is to some degree a process of revising. No one could finish a good writing at one time. Revising is very important, but it is often neglected. There can't be much improvement if we just copy the first draft as a final one.

We read again and again the first draft when revising, because it is impossible to notice all the errors and things that need changing in one or two hasty readings, when we are writing the first draft, our attention is focused on turning the ideas into words. It will be just natural that some of the words are not well chosen, and some of the sentences not very well formed. It is also possible that the whole paragraphs are not properly organized. At places we may make grammar or spelling mistakes. Revision therefore is absolutely necessary. Nearly all good writings are the results of much revision.

In revising we keep reading and speaking out what we have written. We ask questions like: is the thesis clear? Is it supported by enough facts? Is the arrangement of the material clear and logical? Does the concluding paragraphs gave the reader a clear impression of what the paper intends to say? These questions are being answered unconsciously in the process of revising, because when we write the article we follow the rules, imitate good articles, consult dictionaries for unfamiliar words, or the other way round, we use these rules to check the first graft or the second, perhaps the third. Imagine if we know the rules clearly and could use them skilfully in revising without opening the books to look for them, then the process of revising will become easier, faster and more efficient. This ability is completely depend on to what degree we have commanded these rules, and how skilful we could use them, usually a good command
of the rules is based on how frequent we practice these rules. If we could speak out the rules and use them in revising without any hesitating, is it still difficult to revise the article and make it finally a better and successful one?

Let's see the following paragraph and practice revising in two ways: "My luggage had put on the rank and I ready leave for Beijing after the winter vacation. I looked out the large window of the train and saw my parents still stood on the platform. ‘Write letters to us as soon as you get there,’ my father said.”

One way of revising is analyzing the structure, the parts of speech and the sentence pattern by using grammatical rules. We analyze the paragraph like this: "luggage" is the subject, the "rank" could not be put on the luggage by itself, so the verb must be in the form of passive voice. "be ready to do something, and look out of" are set phrases. "See somebody to do or doing something" is a sentence pattern. "Write to somebody" means write letters to somebody. Through the analysis, we revised the paragraph as: My luggage had been put on the rank and I was ready to leave for Beijing after the winter vacation. I looked out of the large window of the train and saw my parents still standing on the platform. "Write to us as soon as you get there." My father said.

Revising this way takes us a lot of time to consult the grammar book for the structure of passive voice; looking into a dictionary to see the use of "be ready to do...; look out of..."; and the rules and structures perhaps would be forgotten next time when we use them.

The other way is to have memorised and understood the rules of structure and sentence patterns so that we can speak them out and use them freely. Just by reading the paragraph, the rules we have memorised and understood, will automatically come into play and affect the revision. According to the theory of response strength of behaviourism on language acquisition, the capacity of learning depends on the possibility of this response, the larger the possibility of this response is, the greater the learning amount will be. From this principle we can see that in the process of second language acquisition, when the training of language structures make the learner reach the level to use the language skilfully and automatically, i.e, when learners could response the language structure automatically, the capacity of language learning would be at it's greatest amount. Therefore we should aim to get our students to reach this level in our teaching of English. This would help them not only in revising, but also in comprehension, speaking and writing.

In training students to reach this level, we shouldn't neglect: 1) students' subjective dynamic, and over-emphasize the outer stimulation, 2) separating students from the real situation of using the language. Because only the language be used in the real situation containing many different contexts, can it possesses with profound function in expressing meanings, and in communicating thoughts. The better way is to combine the two together, that is: making students to reach the level of automatically responding the structure, the sentence pattern so as to make the revising more
effective, and at the same time developing their subjective dynamic and encouraging them to combine these skills during the different stages of language learning so that they can get a satisfactory result in using language especially in writing.

Conclusion

Upon the analysis of four influences of speaking on writing, we can conclude that speaking plays an important part in writing. A good command of speaking would be of great influence on writing. From the formation of an idea to the organization of that idea in written form, speaking is vital. Applying structure to the writing of the idea requires speaking the writing process. Choosing the appropriate words to embellish the structures that will express the written idea requires writing that reflects speaking.

And revising what we have written to reflect this constantly changing, technological and scientific world in which we live requires writing that makes indelible impressions on our readers. What we speak and what we write reveal what we think. What we speak brings humanity to what we write. But, what we write makes what we speak become part of our history, our culture, and our world. In this twenty-first century, our national world has become part of the international world. If we are to remain part of this world of cultures. Our ideas, our thoughts, our words, and our actions must be understood. And we must understand what the rest of the world is speaking and writing. Competence in speaking and writing guarantee us a significant place in this New World.

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